

Conclusions of the War of 1812 Lesson #3 of the War of 1812 Module

ESSENTIAL QUESTION

What were some of the outcomes of the War of 1812?

OVERVIEW

At first glance, it may seem that the War of 1812 was a pointless conflict. After all, according to the final Treaty of Ghent, all relations and borders were supposed to return to *status quo ante bellum*, or pre-war, status. However, looking beyond the legalism and into the practical effects of the war, there are significant attitude changes in the United States after the conflict, ushering in what most historians consider the “Era of Good Feelings,” significant political challenges, and “Manifest Destiny.”

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - Name and explain the outcomes of the United States’ victory in the War of 1812.
2. Comprehension/Application/Analysis
 - Examine a primary and secondary source about an outcome of the War of 1812.
3. Evaluation
 - Evaluate and discuss the results of the war’s outcomes and if they were beneficial.

ACTIVITIES

1. Use the [Lesson’s PowerPoint](#) to explore the context and history; the PowerPoint introduces Essential Questions and lays foundational knowledge about the outcomes and conclusions of the War of 1812.
2. Distribute the [lesson’s worksheet](#).
3. Let students decide which outcome to study: Hartford Convention (end of the Federalist Party), Treaty of Ghent, nationalism or anti-slavery movement. (There are other outcomes but there are primary and secondary sources provided for these topics on the [Lesson Plan page](#).)
4. Students will read a primary source and select quotes from it; then they will read a secondary source about the same topic and write a summary of their findings.
5. Encourage a class discussion about the student’s findings. Were these outcomes good? Were there drawbacks or were they harmful?

STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

RESOURCES

[Visit the Lesson Plan Page](#) to find all resources in one convenient place. You'll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, and biographies.

Quick Links

- [PowerPoint](#)
- [Primary Source Summary Worksheet](#)

OPTIONAL HOMEWORK/ASSESSMENT/ADDITIONAL ACTIVITIES:

Option 1: Star-Spangled Banner Vocabulary

Individually, in groups, or as a classroom read [The Star-Spangled Banner](#), and have the students make a list of words they don't know or they question the use of the word in the poem. As a group, discuss the words and find 19th century definitions. Discuss if certain words have taken on new meanings or if they were perhaps a unique choice even in 1814. One of the popular songs from the War of 1812, are there national and patriotic themes that would have resonated with Americans after their war victory?

Option 2: Monroe Doctrine

As a class, read the [Monroe Doctrine](#), one of the nationalism and foreign policy outcomes triggered by the War of 1812. Show the students the Western Hemisphere and geographically what it means. Consider and discuss the following questions:

- What are the main points outlined in President James Monroe's message to Congress regarding the Monroe Doctrine?
- What was the primary purpose of the Monroe Doctrine, and whom was it intended to address?
- How did the Monroe Doctrine reflect the United States' foreign policy goals at the time?
- In what ways did the Doctrine assert U.S. influence in the Western Hemisphere?
- What impact did the Doctrine have on U.S. relations with Latin American countries?
- Can you identify [any specific instances](#) where the Monroe Doctrine was invoked or referenced in later U.S. history?
- Has the interpretation of the Monroe Doctrine changed over time?
- How do modern international relations and the concept of American influence compared to the principles set out in the Monroe Doctrine?